R E P O R T R E S U M E S

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EDUCATING RURAL YOUTH FOR SUCCESS IN THE WORLD OF WORK.

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WESTERN STATES SMALL SCHOOLS PROJECT

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THE CAREER SELECTION EDUCATION (CSE) ACTIVITIES OF 14 SCHOOLS IN THE WESTERN STATES SMALL SCHOOLS PROJECT ARE REPORTED. THE OBJECTIVES OF THE PROJECT WERE TO HELP STUDENTS IN RURAL AREAS MAKE REALISTIC CAREER SELECTIONS, DEVELOP AN AWARENESS OF REQUISITE SKILLS AND COMPETENCIES IN A BROAD SPECTRUM OF CAREERS, AND DEVELOP SPECIFIC JOB ENTRY SKILLS. INCLUDED IS A BRIEF DISCUSSION OF THE EFFECT OF RURALITY ON YOUTH, AND THE INADEQUACIES OF RURAL YOUTH AS JOB SEEKERS ON THE LABOR MARKET DUE TO ISOLATION AND LACK OF A COMPREHENSIVE EDUCATIONAL PROGRAM. DESCRIPTIONS OF THE MATERIALS AND CURRICULA USED IN THE SCHOOLS, AND A DEFINITION AND DESCRIPTION OF THE DUTIES OF THE CAREER SELECTION AGENT PLACED IN EACH SCHOOL ARE PROVIDED. METHODS AND PRACTICES USED IN THE ADJUSTMENT OF THE REGULAR SCHOOL PROGRAM, AND IN OBTAINING AND MAKING FULL UTILIZATION OF COMMUNITY RESOURCES ARE ALSO DESCRIBED. THE EVALUATION CONSISTS OF STUDENT COMMENTS AND SEVERAL CASE STUDIES COMPILED BY CAREER SELECTION AGENTS. APPENDICES CONTAIN SAMPLES OF THE PROJECT EVALUATION BATTERY, THE TRAINING AGREEMENT, AND THE STUDENT RATING CHART. (DK)

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Western States Small Schools Project

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EDUCATING RURAL YOUTH FOR SUCCESS IN THE WORLD OF WORK

RC 002470

WESTERN STATES SMALL SCHOOLS PROJECT

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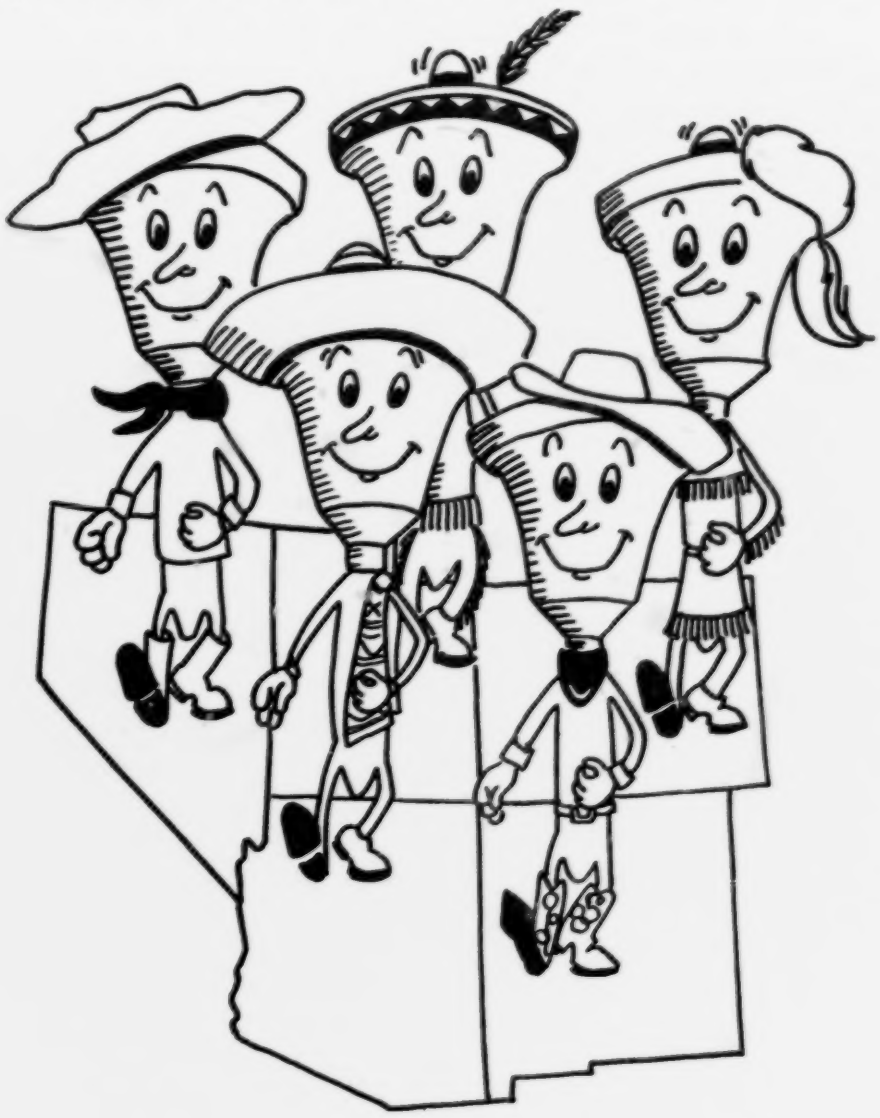
PREFACE

The Western States Small Schools Project

Five western states, Arizona, Colorado, Nevada, New Mexico and Utah, in which are located many small, isolated schools, are cooperating in a project designed to improve the educational opportunities of students in such schools. This, the Western States Small Schools Project (WSSSP), has established experimental programs in fourteen small high schools for the purpose of preparing rural youth more adequately for success in the world of work.

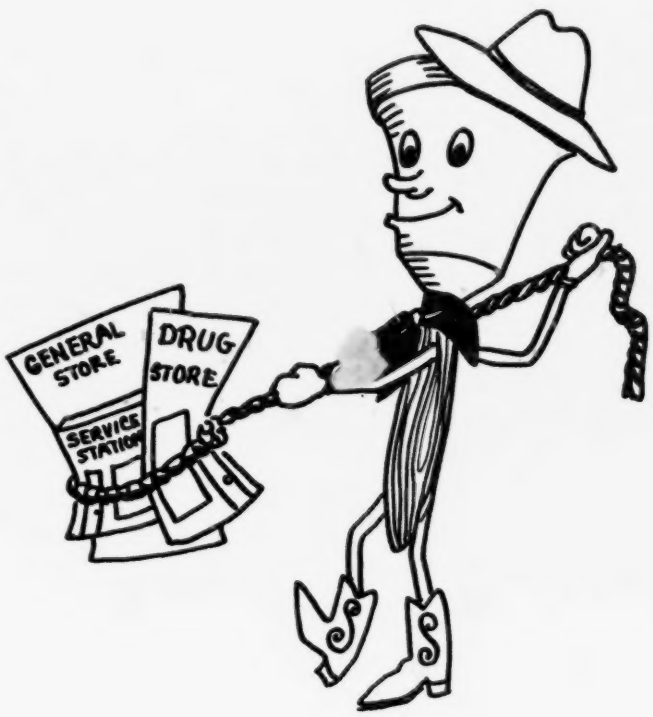


These experimental programs are designed to assist small schools in providing individualized programs of career selection and career development. They are intended to be sufficiently broad in scope and clearly articulated to meet the needs and abilities of all students. If these programs are successful, the small high school offerings would become more nearly comprehensive.

Several aspects of education in the small schools must be studied and evaluated in the process of developing these new programs. WSSSP activities in these areas are summarized briefly below.

1. Organizational patterns. A career selection agent has been appointed to the staff of each project school. This staff member is assigned part-time to work directly with experimental career selection and development education activities.

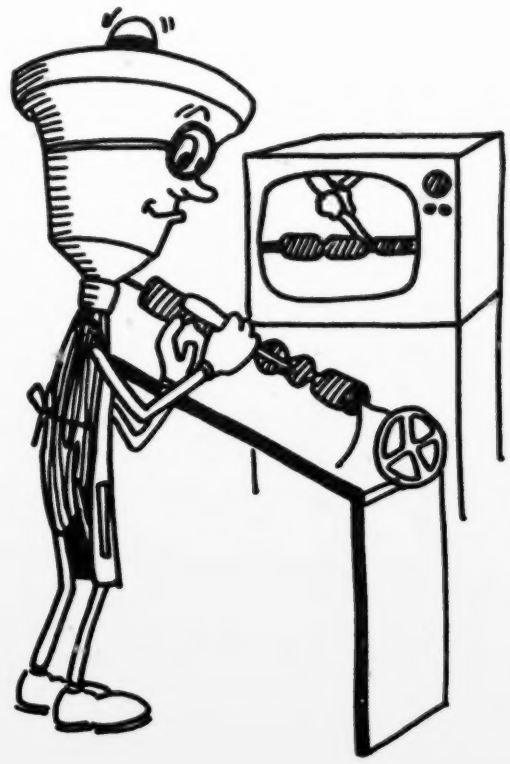
The development of a job description for this staff member is one of the goals of the ongoing project. Scheduling for needed flexibility, recording and reporting student progress, assigning course credit, and evaluating the programs are some of the other organizational provisions that the ongoing project is attempting to develop.



2. Use of resources. Because the resources of the small rural school are seriously limited, full utilization of those that are available and the development of imaginative ways of bringing to the small school additional resources are imperative considerations. One of the significant contributions of the existing project is the development of ways of identifying and using the resources of the small rural community and effective ways of supplementing the limited resources of the small community with resources from other and larger communities.

3. Technology and classroom methodology. The usual methods of providing vocational education, e.g. a specially trained teacher and specially equipped shops, labs, and classrooms, are seldom available to the small school. If a comprehensive educational program is to be provided to students attending small schools, some new classroom methodology will need to be developed. Modern educational technology is being explored as one means of providing better and more comprehensive learning opportunities for students in small, isolated schools. The individualization of instruction in small schools has already received considerable attention and will continue to be developed.

The purpose of this brochure is to report the results of two years of exploratory activity in these fourteen project schools. While individual programs in the several project schools vary somewhat, all undertake to accomplish three main objectives: to help students to (1) make realistic career selections, (2) develop skills and competencies useful in a broad spectrum of careers, and (3) develop specific job entry skills.



In accomplishing these objectives, a number of special arrangements have been made. These include:

(1) The addition of a special course or courses in career selection education.

(2) Arrangements in various existing classes to provide orientation to the world of work and to enable individual students to pursue programs of study that had relevance to their occupational aspirations.

(3) Work experience in the industries and businesses operated in the local community and in neighboring communities for both exploratory experience and on-the-job training.

(4) Extensive use of field trips, audio-visual materials, local resource persons, and a wide variety of occupational information kits and materials.

(5) Individual counseling.

CHAPTER I

INTRODUCTION

It has been estimated (Iwamoto, 1963) that more than half of the high schools in the United States have fewer than 300 students, that a total of about one million students attend these small schools, and that a majority of the graduates from small schools leave the home community shortly to enter the labor market in large cities or to enter institutions of higher learning. It is, therefore, a matter of general concern when it is reported that these graduates depart with significant disadvantages due to limited educational offerings (e.g., Zeisel, 1963) and unrealistic aspirations (Sewell, 1963).

In some areas, many schools have been able to consolidate with their neighbors or to participate in regional vocational education centers and thus improve educational provisions. In many instances, however, such consolidation and cooperation is not possible because schools are separated by very large distances. For these isolated schools, the obstacles to adequate education are persistent. Their problem is complicated by the fact that they are located in small, rural communities and commonly serve national minority populations to an unusual degree. Thus, not only do limited financial resources prohibit the variety and quality of vocational offerings which are available in larger communities, but social and cultural factors combine with limited opportunity for occupational exploration and experience to produce inadequate and unrealistic career choices and plans (Sewell, 1963).

It has been argued (Zeisel, 1963) that major improvement is required in the quality and quantity of the education, vocational guidance, and vocational training afforded students in small schools if they are to escape a continually disadvantaged position. The problem is to find some way to achieve the necessary improvements without requiring facilities which are beyond the means of small schools.

The people of America have committed themselves to the proposition that all children and youth in the United States shall be educated. Ideally, this commits us to developing the potentials of all members of the school population. Because of geographic location, economic imbalances and social prejudices, equal education is sadly lacking for many children and youth. The concern of the Western States Small Schools Project is specifically for children who attend small rural schools. It is believed that every effort should be made to provide a comprehensive program for schools in isolated communities that will achieve a compatible blend and balance, including a general college preparatory and vocational education.

The program in small isolated schools must provide, as well, a special preparation to extend the visions of those whose heritage may have been confined and insular. Mere repetition of generations - old curriculum designed chiefly to prepare youth for a specific kind of economic productivity - would be advocating an unacceptable narrow focus. Rather what is needed is a curriculum that is liberating - that leaves students with a certain degree of tentativeness. Today's citizens need programs that encourage and develop both commitment and tentativeness toward education and work (Tiedeman and Morley, 1966).

There is ample evidence that the content of the rural school curriculum lags far behind the needs of students. Careful studies (Iwamoto, 1963) have found them to be college-oriented and generally lacking in opportunities for occupational preparation even though about 70 percent of their students enter the labor market directly upon graduation. Swanson (1963) reports that these schools do not offer a breadth of vocational exploration. Zeisel (1963) has summarized the results of this limited educational opportunity as follows:

"The problems for the rural youngster entering the labor force are even greater than for his urban counterpart, generally involving, in addition to other difficulties, migration to another community and environment. There has been growth of employment opportunities in rural areas . . . but the occupations involved are not those for which farm youth have been generally trained. Studies have shown that farm and rural-reared youth who have migrated to urban areas have been generally less successful occupationally than urban-reared persons; farm-reared workers generally change jobs more frequently, have lower incomes and are more often found in unskilled and semi-skilled jobs.

". . . (R)ural youth are facing a continuing disadvantaged position in the urban labor market unless a major improvement is forthcoming in the quality and quantity of their education, vocational guidance and vocational training."

The need for improved career preparation in small high *schools is apparent.* The instability and inappropriateness of career choices in high school students generally, but especially in students of small, rural schools, argues for a positive program to provide students with information and with career decision skills. The importance of generalizable vocational capabilities in a continually changing occupational market, the need for some basis in experience for career choices, and the limited resources of small schools strongly recommend a curriculum in those schools which emphasizes the development of capabilities known to be useful in a wide variety of occupations and the provision of at least exploratory experiences in occupationally relevant tasks.

It is believed that such a curriculum should provide the student with:

1. Knowledge about self.

2. Information about broad occupational groupings, families of related jobs and individual jobs.

3. Basic knowledge about the institutions and dynamics of society which generate, define, and lend meaning to occupation.

4. Practice in career planning.

5. Involvement in experimental and experiential activities which will enhance personal confidence, a realistic self-concept, and the will to purposeful action.

6. Knowledge and skills useful in a wide variety of occupations and which is integrated deeply with other areas of the curriculum.

7. Opportunities for training in entry skills for specific occupations.

Full utilization of limited community resources, imaginative applications of new educational technology, appropriate instructional procedures, new kinds of instructional materials, and many other unique arrangements will need to be developed and employed if such a program is to be applicable to the unique set of circumstances characterizing the small school.

CHAPTER II

CURRICULUM AND LEARNING MATERIALS

Occupational choice improves as a person becomes better able to anticipate how well a prospective occupation will meet his needs. His capacity thus to anticipate depends upon his knowledge of himself, his knowledge of occupations, and his ability to think clearly.

Information about self affects occupational choice by helping a person to recognize what he wants, and by helping him to anticipate whether or not he will be able to develop the competencies necessary to perform successfully in the contemplated occupation.

Information about occupations affects occupational choice by helping a person to discover the occupations that may meet his needs, and by helping him to anticipate how well satisfied he may hope to be in one occupation as compared with another.

An appropriate career selection education curriculum, then, would seek to provide students with knowledge of self and knowledge of occupations and practice in exercising sound judgment in putting the two together in making a wise career choice.

In most of the CSE project schools, occupational information was presented in an organized class. In addition most of these classes provided training in a broad range of generalizable occupational skills and concepts. For example, in the Tonopah High School, a course called Career Selection Class I is offered as an elective to sophomores, juniors and seniors. The class meets daily throughout the year. The course includes units on Qualities of a Successful Employe, Human Relations, Planning Your Future, Basic Mathematics, Proper Speech, and the World of Work. Exploratory and work experience in the community businesses provide additional firsthand occupational information as well as specific training for future employment.

At DeBeque High School a Career Selection Class meets twice a week for the study of careers. The Career Selection Agent supplements this with frequent consultation with individual students. The school is used extensively for real employment experiences in office work and as teacher's aides.

In Escalante High School all tenth graders are registered for a class called Career Selection Education which meets daily for the full year. The course consists of (1) orientation to the world of work (career information, an overview of industry, and the American economic system, applying for and holding a job), (2) knowledge about self, (3) practice in making a career choice, and (4) tentative career choice.

At Meeker, Colorado, students may elect a Vocational Explorations Class which studies occupations for the first four weeks of the school year. The occupation exploration unit is followed by placement in appropriate work experience situations in the community which harmonize with the students' career plans.

A Vocations Course at the Haxtun High School moves students, on an individualized basis through a sequence of learning experience. The Haxtun program as outlined below is quite typical of the programs of several of the project schools.

1. After study, testing, field trips, etc., student makes choice of job business establishment where he would like to receive job training and exploration experience.

2. Career Selection Agent (vocations instructor) contacts business establishment seeking to place student.

3. Student writes a letter of application, with the help of the Commercial Instructor, asking for a personal interview.

4. Employer interviews student.

5. Following interview, the Career Selection Agent meets with the employer. If the employer agrees to accept the student, then a work-training-job exploration contract is drawn up and signed by the employer, student, parent and school.

6. CSA visits student and employer a minimum of two times a month.

7. All students return to vocations class each Friday to discuss problems, accomplishments, etc., and for further training.

8. Student receives no pay for school time he spends on the job.

A variety of materials have been used successfully in these courses and are available for independent study by the entire student body. The kinds of materials that have been found to be most useful include:

1. Career kits
2. Filmstrips
3. Movie films
4. Career planning guides
5. Dictionaries of occupational titles
6. Occupational briefs
7. Simulated career planning games
8. Simulated occupational games
9. Occupational training films
10. Encyclopedias of careers

Such materials have enabled the small school to supply needed information to rural youth regarding a world of work with which he was not otherwise familiar. Materials were supplemented by real experiences in the business enterprises of the small community and by interviews with people representing various kinds of careers.

The search for better materials of a greater variety continues. Material that can be used independently by the students and materials such as games and films that enable the student to approach a firsthand experience are of greatest value.

Also, the Western States Small Schools Project has applied for a grant with which to finance the development of an integrated career development curriculum which will be uniquely designed for the small rural school.

These continued efforts should provide the small rural school with the means of helping its students adequately prepare themselves for a satisfying and useful career.

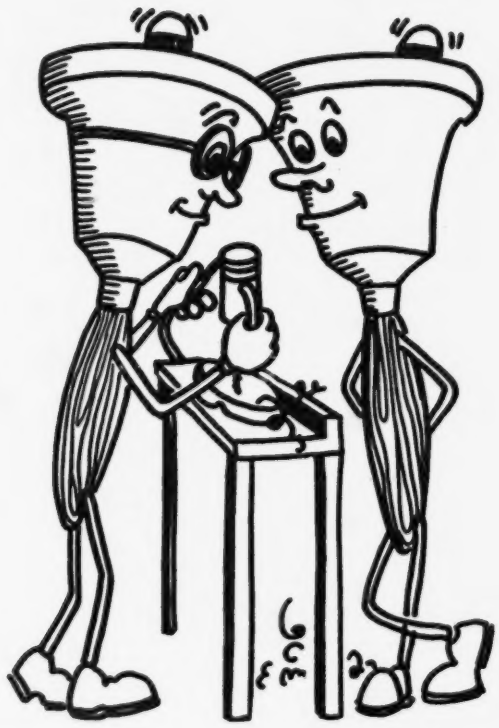
CHAPTER III

THE CAREER SELECTION AGENT

An integral part of the career selection and orientation to the world of work project is the new kind of staff member who has the major responsibility for the success of the project. Each project school appointed a career selection agent and released him at least part-time from regular teaching duties to give attention to the special activities of the CSE project.

In most instances the career selection agent or CSA was an industrial arts teacher. In one school the vocational agriculture teacher was given the assignment and in another school the responsibility fell upon the principal.

One of the goals of the project was to develop a job description for the career selection agent. A series of structured telephone interviews was employed as the means of gathering pertinent data.



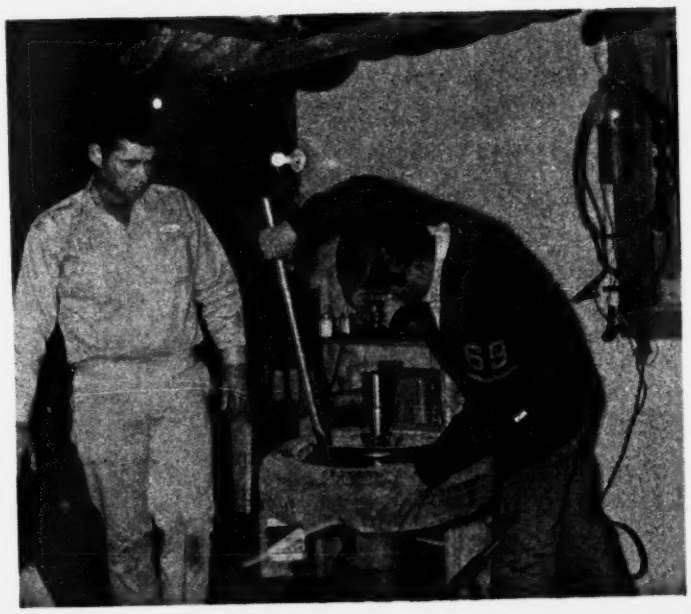
Because a job description determines and reports pertinent information relating to the nature of a specific job, the analyst obtained firsthand information about the work itself and not about the worker. He observed and gathered information from or about the worker but he was not concerned with whether or not the worker was capable of performing the work. He was concerned about what the worker does, what the purpose of the job is, the degree of skill involved, and so forth. The firsthand information was in this case obtained from telephone interviews of the career selection agents over a two-year period.

NATURE OF THE WORK

Many of the CSA's report that there really isn't a typical day or week since there is so much variation in the day-by-day or week-by-week work. In general, most of the agents teach part of the day in classes other than those devoted to occupations or employment preparation. It is not too unusual to have the CSA do some administrative work, assist the librarian, or help the counselor rather than teach part time. In no case does the CSA use his full time for career selection work.

Specifically, the duties of the CSA include activities to:

1. Arrange field trips, career days, speaker-programs, and conduct interviews with businessmen for different purposes of the program.



2. Locate, assess, and organize work experience opportunities in the immediate geographical area, fit these opportunities to the student, and later supervise the student on the job.

3. Order, organize, and dispense occupational information to classes and individuals.

4. Become knowledgeable concerning intelligence, aptitude, and various other tests available for use to schools. The CSA must also locate, order, administer, correct, interpret, and file the results.

5. Conduct personal interviews with students so that self-appraisal and self-understanding result.

6. Become familiar with vocational development principles so that the maturity of each student can be evaluated.

7. Survey what happens to graduates and drop-outs, their first jobs, and any changes in employment made during the first few post-high school years.

8. Arrange the curriculum for elementary, junior high, and senior high to effect possible growth.

9. Provide for adequate public relations conducive to creating community awareness and responsibility for their share. This includes organizing advisory councils from the community, soliciting help from businesses, teachers, and parents; and providing for news releases to keep the public informed of CSA activities.

10. Arrange assistance for students in the following groups:

a. College bound: provide curricular choices, provide information on colleges. (This segment of the school receives least help from the CSA as the school and counselors have been giving more attention to this group in the past; however, the CSA feels that the college bound deserves to have work experience in jobs that will assist him to earn his way in college.)

b. Interest in occupational training beyond the high school: determine where vocational schools are located, the cost, adequacy of training, etc. Also, locate possible apprentice-type experience for some students.

c. Job entry from high school: determine and provide information and experience in job applications, interviews, opportunity for observing on-the-job, provide common skills such as typing, welding etc., and provide some placement service for individuals.

d. The potential drop-out: provide work exploration and experience to keep him in school.

11. Take care of routine tasks; arrange schedules for trips, work experience, testing, to bring in State Employment Service and generally keep personal records.

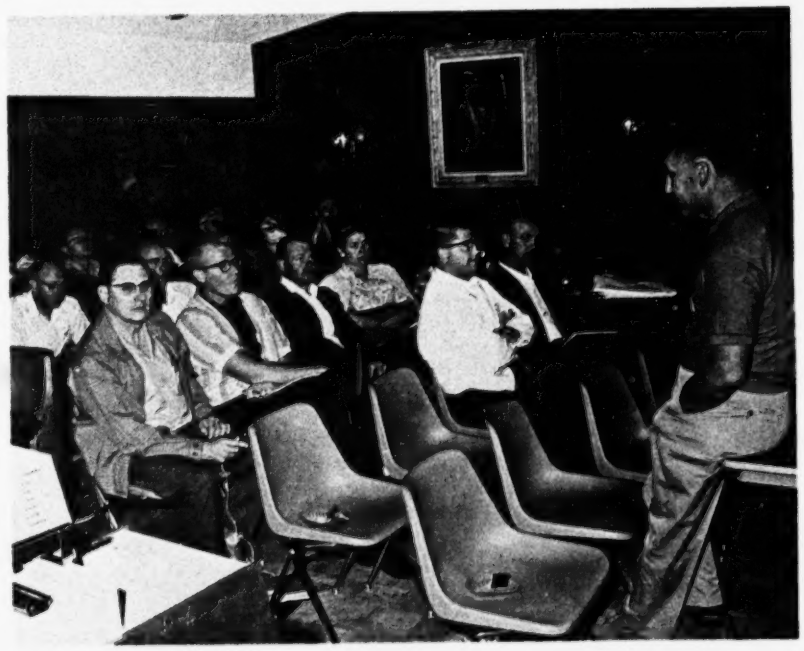
12. Organize and teach occupationally-oriented classes for school credit.

13. Attend and take students to Leadership Conferences and may even help these students raise money for this type of club activity.

14. Attend some special conferences for CSA's.

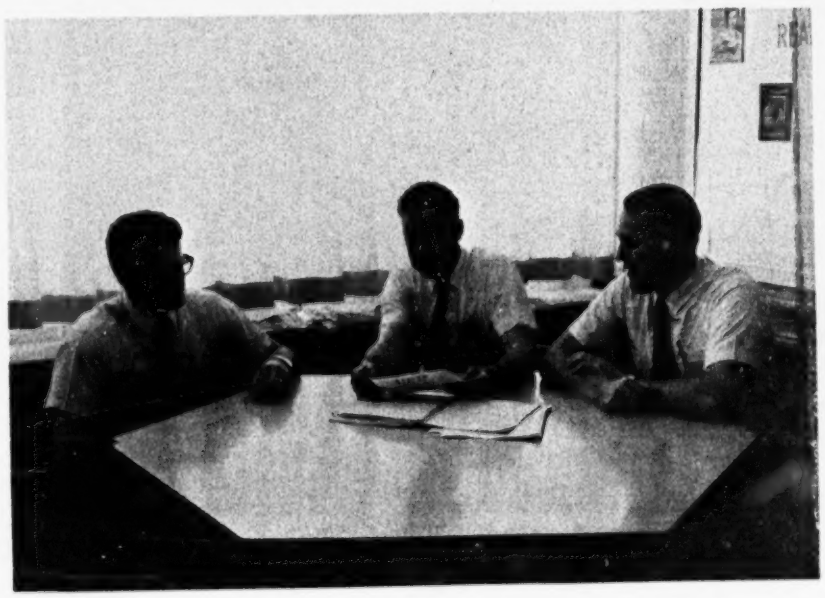
15. Confer with parents as well as students about career and educational plans.

16. Receive and conduct visiting tours because it is a WSSSP school.



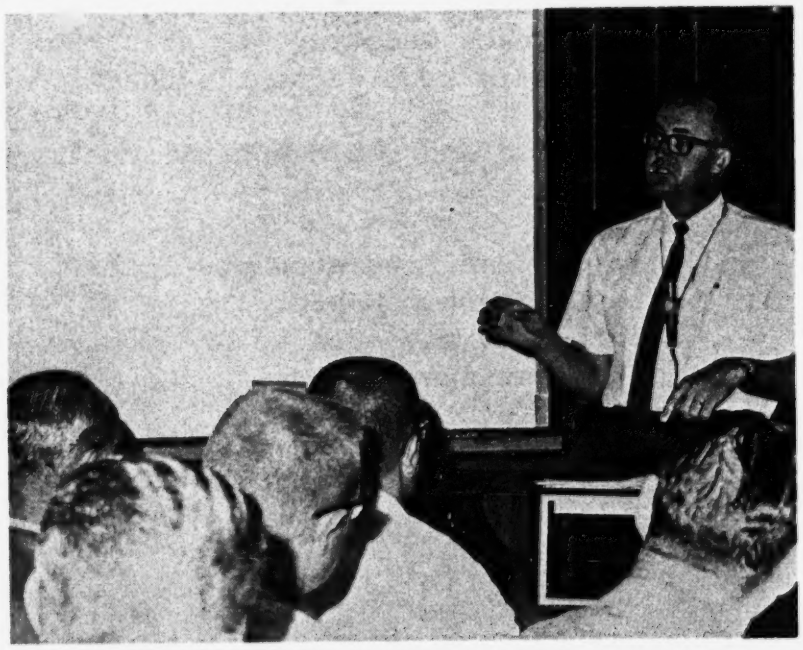
In general, the CSA needs blocks of time set aside specifically for CSA work where he is free to prepare his own schedule. Where schools use modular scheduling, this can be accomplished easier; otherwise, he should have three or more afternoons free per week for some of the duties mentioned above.

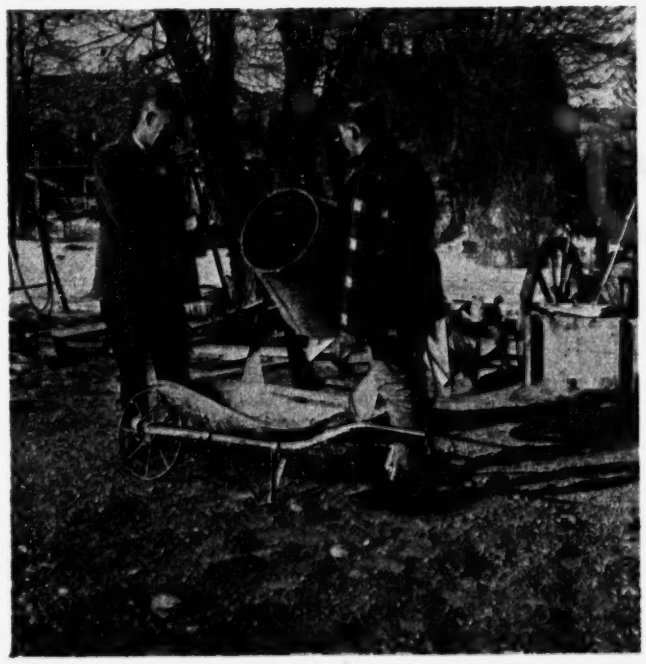
QUALIFICATION AND TRAINING NEEDED



"Specifically, it would be helpful to have guidance and counseling course work in college. The CSA needs to know more about testing and all the aspects involved."

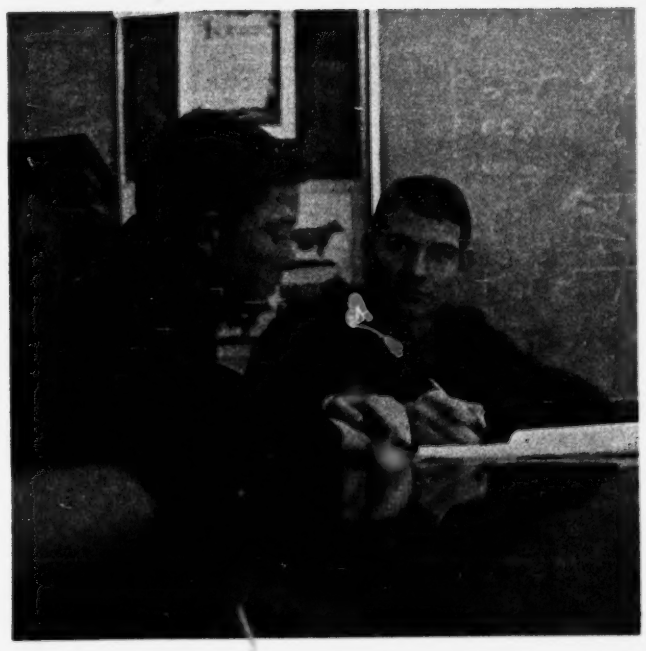
"Teaching experience would be desirable so that one knows the school routines. The CSA must be interested in people, particularly able to understand the adolescent. Experience in youth organizations would be helpful."



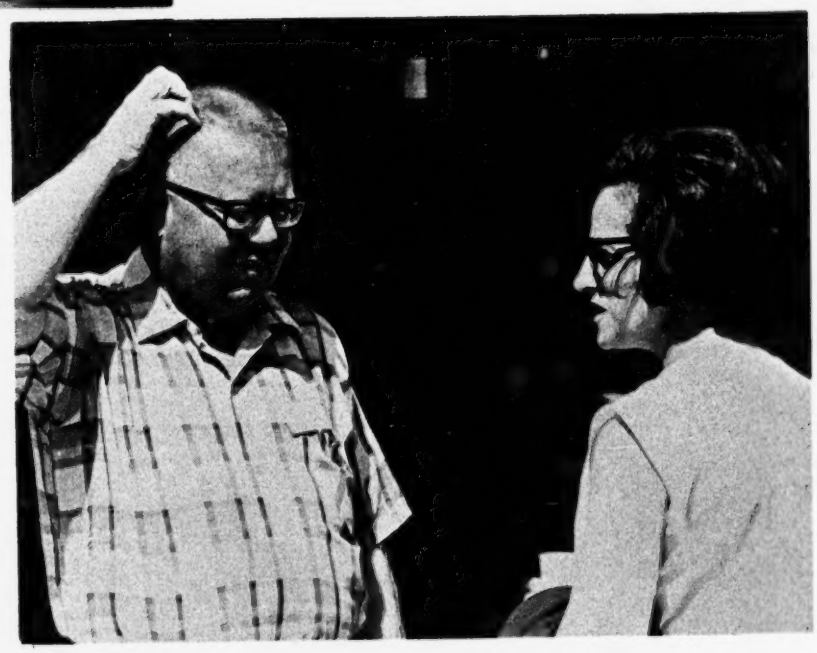


"Outside work experience in the world of work would be almost necessary; the CSA must be able to get along with almost everyone and to understand the problems of the employer."

"More knowledge of basic psychology and personality development is needed. One needs to know the problems and behavior of this age group."

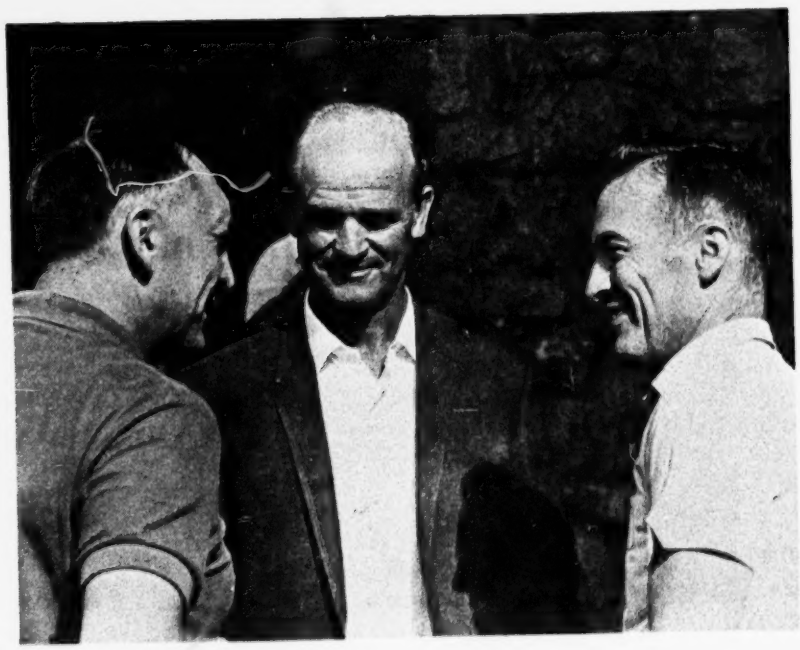


"If the CSA is well known and admired in the community, his work is much easier."



"The personal qualification of the CSA is similar to those of a good teacher. Getting along with people is very important. Students react better to an understanding person."

HOW CSA'S FEEL ABOUT THEIR WORK

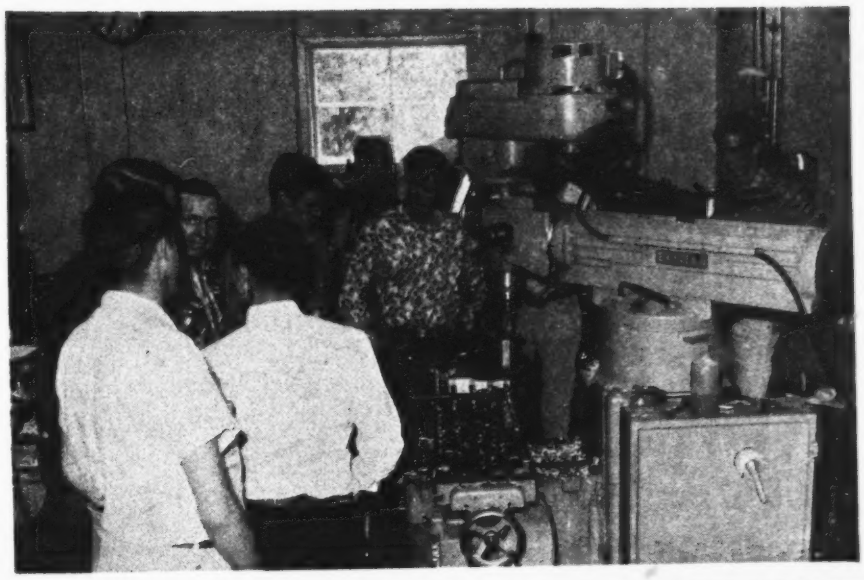


"There is more chance for self-improvement by attending conferences, workshops, and attending college summer school classes when the need is felt."

"A CSA should feel honored to be chosen for such an important position."

"The opportunity to do work which is self-enhancing is here. It keeps one's outlook good, leaves one with a general, 'good' feeling and actually gives you a 'reason for being.'"

"One receives a lot of personal satisfaction in helping others."



"The freedom to create and try new things is in itself a special opportunity."

"Attendance at conferences give CSA's an opportunity to exchange ideas, and such contacts further a person's educational development."

TYPES OF PROGRAMS DEVELOPED

The specific program developed by each school agent can be obtained directly from each CSA and although each is rather unique to his area, there are some general duties such as the ones mentioned in part one of this report.

General Observations

1. In general, the CSA finds the school cooperative in accepting curriculum changes, in getting cooperation from other teachers, and in acquiring help from administrators.

2. The communities are generally very cooperative regarding field trips, work experience, speakers, and the like. The school, students, parents, and business community view the CSA programs with interest and support.

3. In general, the state and federal resources available are there for the asking and gladly furnished when the CSA knows they exist. The state employment agencies have been especially helpful whenever possible and do give and interpret the GATB to students.

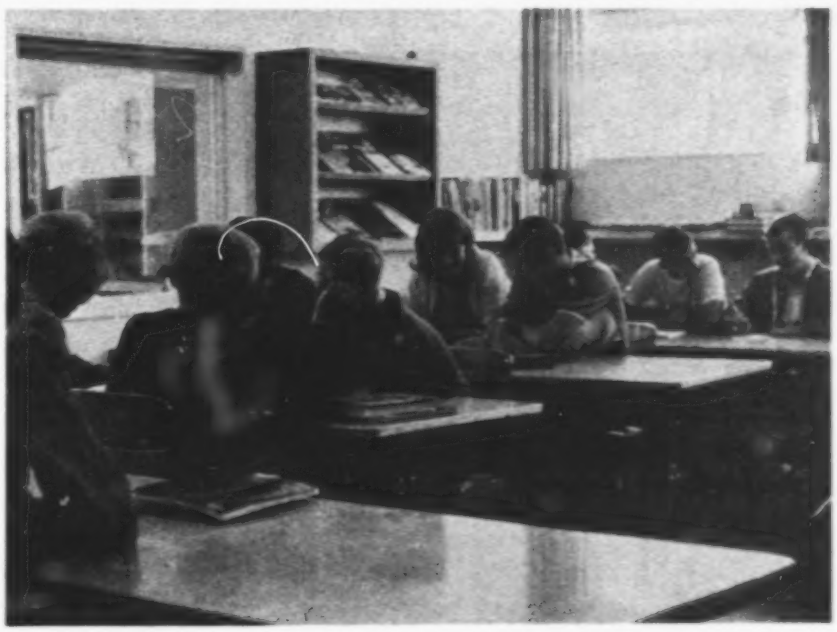
4. One community is using retired people in the area to give personal past experiences about the world of work, particular jobs, etc.

CHAPTER IV

ADJUSTING THE SCHOOL PROGRAM

Any effective school program must be designed to focus on the individual student. Project schools have adjusted their programs in a wide variety of ways to meet the individual needs of students in career selection education. Some of the more common adjustments follow:

Most project schools have added a special course for all students in the school in career selection education.



This is a 10th grade class in orientation to the world of work and career selection. All 10th grade students are enrolled in this course for one year. This course involves each student in learning about the world of work including broad occupational groupings, families of related jobs and individual jobs, as well as the institutions and dynamics of society and industry which give meaning to occupations. In this same class, each student is given help in arriving at a better understanding of self. Finally, the student will be given practice in making use of his understanding of world of work and understanding of self in making career plans.

In many project schools, modifications are made in regular classes for individual students so that content will be more relevant to the career choice of that student.

Nancy is receiving help in a special English course, "English for Family Living," from the homemaking teacher. Nancy had difficulty with the regular English curriculum, and this course was developed to provide her with English requirements as well as some practical English applications. She is now working on a unit in preparation for marriage.

These boys from ranch families expressed the desire to take additional science courses. They were not interested in the regular school offerings of physics and chemistry. The science teacher organized a special course in conservation and land management for these students.

Extensive use has been made of community resource persons in providing the student with information about the world of work.

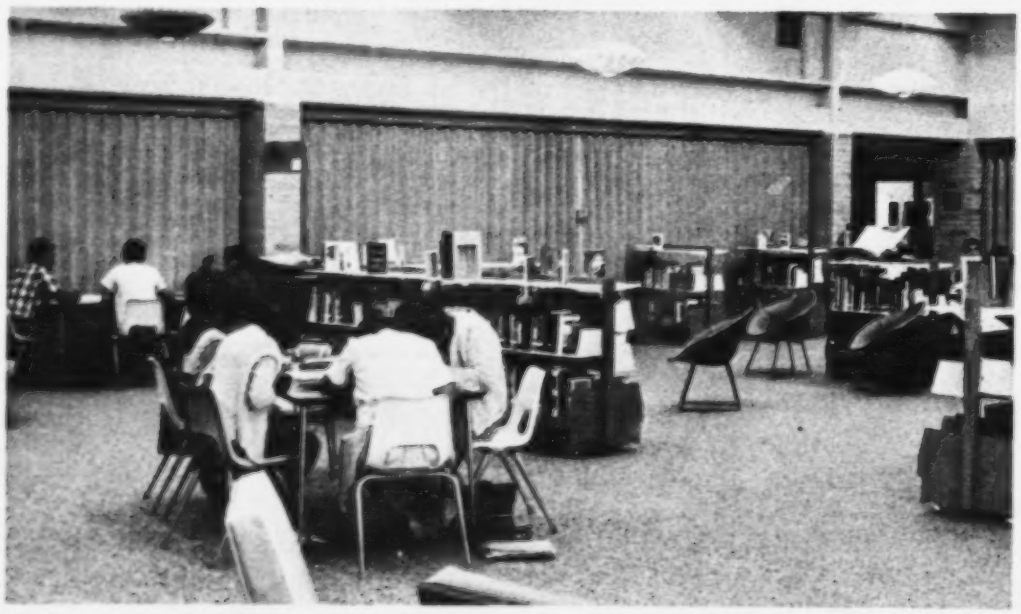
This official of the Bureau of Land Management has been showing some of the many opportunities in government employment to a 10th grade career selection class. This man and his staff worked with the class over a period of two weeks in acquainting the students with the broad range of jobs in the immediate region connected with the Bureau of Land Management. This presentation included field trips to see people working at these jobs and actual sample work experiences for some members of the class. Forest Service officials made a similar presentation.

This is the only nurse in the community telling students about the kinds of jobs available in the medical services. A local service station operator, bookkeeper, logger, cafe owner, and sawmill operator also made presentations to the class. Some schools have called human resources from urban areas into the classroom via amplified telephone.

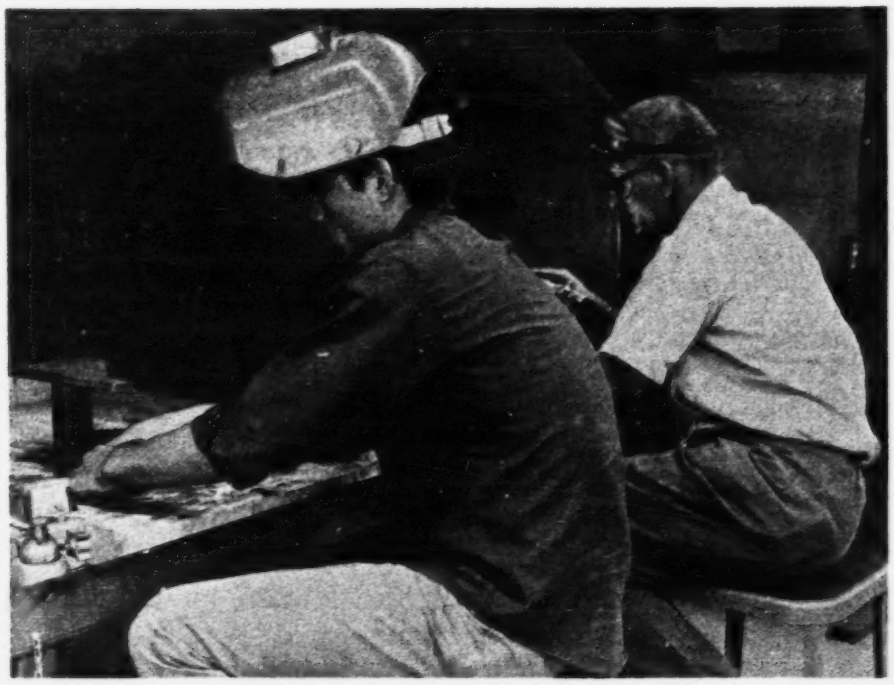
The school staff has been used as sources of career information.

Here, the home economics teacher works with a career selection class on information related to jobs in her field. Some schools have used their total staff in this way, supplying students with a wealth of information.

Project schools have used field trips to industry, business and educational institutions in an attempt to orient their students to this world in which they may one day live. Visits to industry have been focused on the people working rather than on the product being produced. Such visits are effective since they give the student a chance to talk with people on the job. These visits also allow them to smell, feel, and hear as well as to see what the job entails and open for them new vistas in the world of work.



A variety of accommodations have been made within the schools to provide for the individual career planning and development needs of individual students. Individualized courses moving students toward their particular career goals have been developed, relying heavily on programmed materials, correspondence courses, extension courses, and student use guides. Adjustments have been made in the schedule to accommodate some students and, of course, some project schools have flexible schedules. In some cases, local school and local school district course requirements have been modified to accommodate individuals.



Robert is attending an adult education class in advanced welding paid for by the school district. The school did not have a teacher who was qualified to instruct at Robert's achievement level.

CHAPTER V

UTILIZING COMMUNITY RESOURCES

The effective use of community and area resources both human and physical is necessary to the Career Selection Education Program. By extending the school into the community, problems of limited facilities and resources, equipment and know-how can be minimized. The career selection agent provides the leadership in modifying these resources in support of the program.

Project schools have made use of community resources in a variety of ways for a variety of purposes. In the preceding section, the use of community people in providing occupational information was pointed out. In addition, community facilities have been used to provide work experience both for exploratory experience and for on-the-job training. Such arrangements are made by the career selection agent who also provides supervision and school-job liaison.

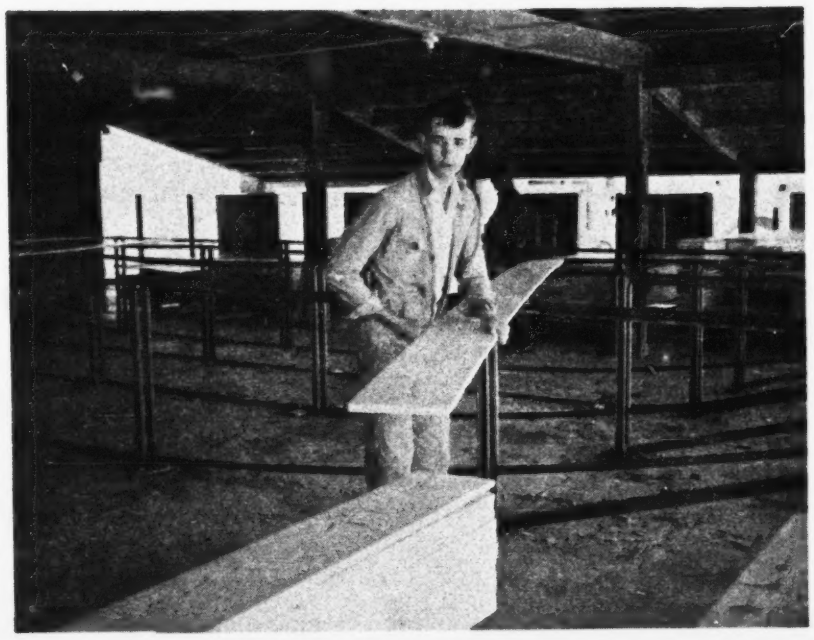
The career selection agent meets with the manager of a business establishment where a student would like a job experience for job exploration or job training, or perhaps both. The CSA, in explaining the entire program, points out that students need supervised work experience to better prepare them for the world of work, and that local businesses in the community can provide valuable aid in helping with this type of training. The student is to write a letter of application, go through an interview, and in general experience all or nearly all of the actual conditions of employment. This includes working 72 to 144 hours in the business establishment under the supervision of regular employees, supervisors, etc., of the business, plus the supervision of the career selection agent. Since classroom credit is given, the student receives no pay for the 72 to 144 hours of work. If the student works beyond this in total number of hours, then it is expected that he will be paid.

A contract is drawn up between the student, parent, school, and the business establishment. The school assumes the liability for the hours the student is working for school credit. Beyond this, the business is responsible for the liability. The CSA visits the student on the job at least once every two weeks. The student and employer keep a time and evaluation sheet. The student receives no course credit for his work experience unless a time sheet, signed by the employer, is turned in. The student must also complete all of the necessary hours to obtain any course credit.

All students spend each friday back in the classroom discussing employment problems, etc. A student wishing to change job experiences may do so with the consent of the CSA, the parent, and with the understanding of the employer with whom the student has been working.

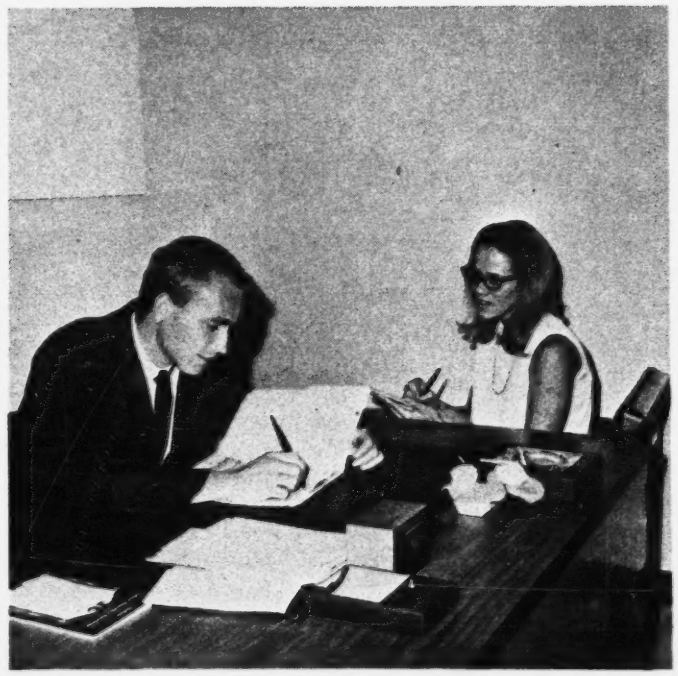
To formalize certain work experience arrangements and to provide feedback on pupil behavior on the job, some schools have developed forms as an aid. Samples of such forms are reproduced in the appendix.

Even in a small community there is a wealth of resource for work experience if it can be organized to support the CSE program.



This boy has received first-hand experience at a variety of jobs connected with a local sawmill.

Molly will be a senior next year. She has been enrolled in those business courses taught in the school. As a part of her work in career selection, she was given work at the local bank. This summer she has become a secretary there and has experienced much success in this position.



This girl began her work experience phase of CSE as a bookkeeper at a local garage. Now she is working for the highway department and has enrolled at the university in a civil engineering course.

CHAPTER VI

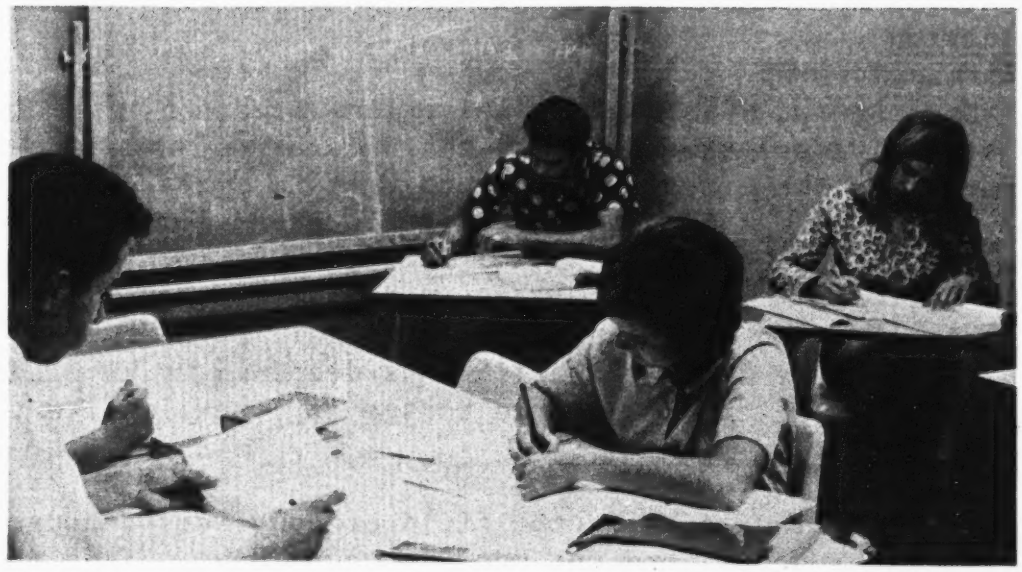
OUTCOMES, EVALUATION AND CONCLUSION

Outcomes

While it is difficult in so short a time (two years) to assess, with a great degree of definiteness, the full impact of the project in terms of its stated objectives, there are some observable results worthy of reporting. Among the outcomes that have provided promise for strengthening programs in small schools for career selection and orientation to the world of work are the following:

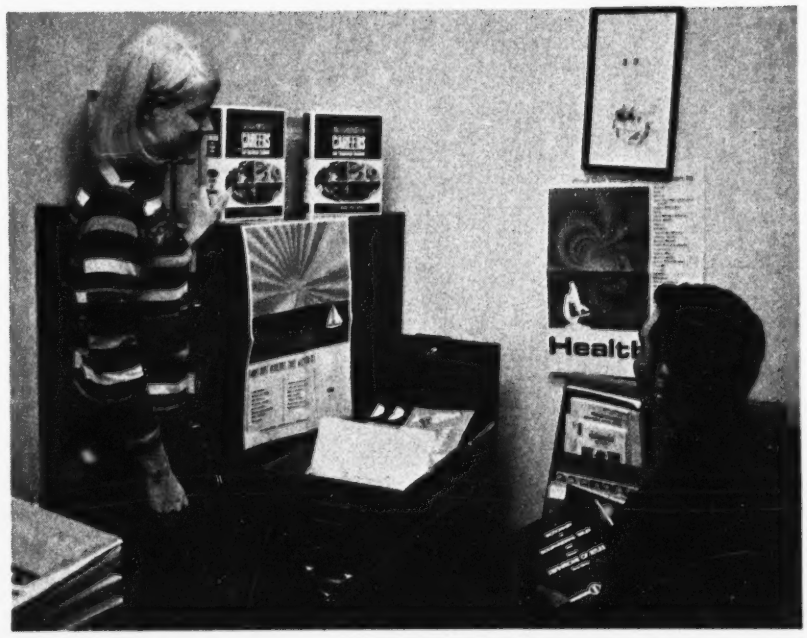
Some guidelines for making arrangements for the full utilization of a community's resources in providing students with exploratory and training opportunities in a variety of occupations. These are reported extensively in Chapter V.

Adjustments that can be made in the regular school program to accommodate the diverse career development needs of individual students. These are reported in Chapter IV.



A job description of a Career Selection Agent as a valuable member of the staff of a small high school and a partial assessment of the value of the service of this type person. Chapter III reports this outcome.

The identification of materials that are of particular value in a rural environment where he has little opportunity to experience first hand the kind of work experience he will encounter in an urban economy, with information about himself and about the world of work. See Chapter II.



Evaluation

Because the WSSSP Career Selection Education Project was designed to assist individual students with their career plans, it can best be evaluated by reporting the effects of the programs in terms of individual students. Such an effect can be seen in the following selected statements from students involved in this program:

> "My job training has hit the nail right on the head. The work I have done at Sterling has deepened my knowledge greatly, and has given me a chance to see if I really like this type of work."

> "I like to be in the field of body work because I like the work, the hours, and the money you can make. It's not just the money either, you go to work and leave work when you want but depending on how much money you want to make and how much work you have. You can't really afford to play around a lot like when I was working up at Teigens - the mechanics didn't have the work the

bodymen had and so they were standing around while the bodymen were working steady almost all of the time. I decided to be a bodyman because I would rather work than lay around. The class work has changed my whole attitude about my work. I found my interests weren't really what I thought I wanted and I'm more interested now in body work after working at Teigens."

"Upholstery Repairman: I like this job best because it interests me a great deal. It is not heavy or dirty work. It is inside work in the winter time. I feel I can further my education in this field by going on to a vocational school where they train upholstery repairmen. I feel that our Vocations Class has helped me find this job because I was introduced to this job through Mr. Renzelman of Vocations Class. I feel if it had not been for this class I would not have had the chance to find out that this type of work interested me."

"Service station work is the only thing I've had on-the-job training with this year and I like it very much. I also have a job in Julesburg at a service station and I like working there very much but I don't like to have to drive 40 miles there and 40 back.

"This course was the only thing that made me even think of working at a station. I thought I'd try it so I did, and wouldn't mind doing it for a living if the station was somewhere close.

"This course helped me in learnin[illegible]co serve the public and how to busy myself when things w[illegible]e slow. I found out too that the public is always right."

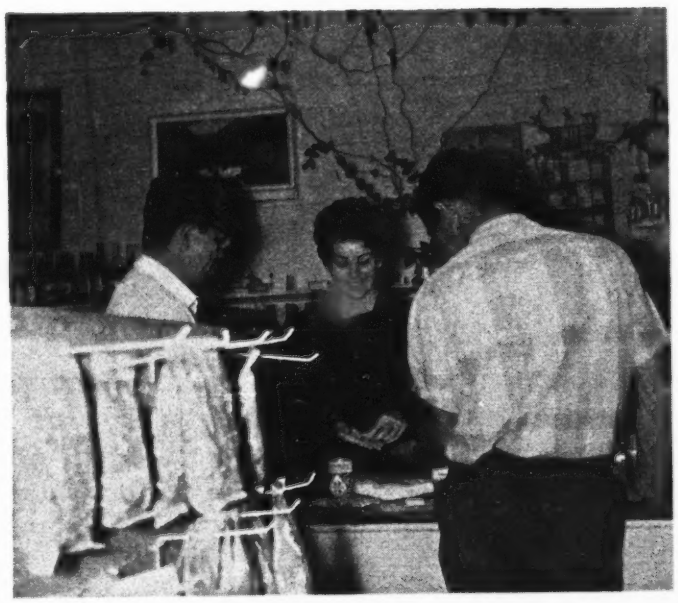
"The course did not help me to decide about me being an airline hostess. It did me a lot of good on how to get and keep a job and the experience of a job I would like to learn. The course did narrow it down to me being an airline hostess. It has been very helpful."

"I feel that this line of work is for me because I have a genuine interest in this type of work. I am at my top when I can overhaul something and put it up in shape and then have it run and work properly with only minor training. I think that I would go to a deisel mechanical school and study this extensively. My experience through our Vocations Course will give me a better background for this training and will put me a jump ahead of everyone else.

"I don't think right now that I would go into farm tractor repair. I would rather work at a trucking line, for instance. From my research work and public demand there is very good opportunities in this type of work; high wages, good working conditions, and advancements.

"My work at Millers this past semester has given me an insight to this type of work and it has given me the feeling I like to have during a job. I feel that it has deepened my interest and strengthened my desire to do this."

"I think that the career selection is a very worthwhile project. It helps for the students especially of a small community to find out what they are interested in if they do not already. It helps the ones that have no idea what their career in life is going to be a little more than it helps the ones that already know what they are striving for. I think it makes the ones that already know what they are going to do to go deeper into this type of work and find out what some of the problems are that are going to be facing you in your life time. It may cause them to change their mind about their future. For those that have no idea it makes them look into different types of work and see what they really want to do. It helps a lot because then all of the students know a little better what they want to do when they leave high school, whether it is college, trade school, or quit to go to work."



"I feel the career selection program is a very worthwhile project. In a school of our size and a community so small, it is almost impossible to know the work and jobs millions of people do today. Through career selection the students can observe the occupation of their choice in a larger city.

"Career selection is as valuable for the one who is set on an occupation as the one who has no idea what he wants to do. The one who is set on an occupation can study and view the job and

further their knowledge. One who is undetermined can decide upon a profession by studying and observing different jobs.

"The many tests and scores we have received during the year has helped me a great deal in filling out college admission blanks."

"The career selection course is the stimulus needed to inspire or force a young person to look into his future, to plan ahead, and to choose his future occupation.

"I, myself, had never given much thought to my future beyond a few years. I had an idea of what I wanted in life, but I had never looked into the ideas or really given them any serious thought until I took this course.

"Since I started this course, I have found out many things about my future plans and myself. I still don't know what I will do when I am out of school, but I have found out what kind of person I am and what I am capable of doing and more of what I want to do.

"I think that in the future, the career selection course will be the most important single course I took in high school."

The Career Selection Agents have furnished us with several case studies which also express the impact of the program upon students. Here are a few of their descriptions illustrating how typical individual students were involved in the CSE project:

1. Jim showed up one day and said, "The only thing I know for sure is that I'm not going to college, so here I am."

   From what we know of Jim he was right in deciding not to go to college; high school was difficult enough for him. We gave him plenty of time to investigate several occupations but kept exerting some pressure in the direction of small engine repair. This proved to be the right direction to push, because he made very rapid progress and seemed to have a special knack for troubleshooting the ailments of engines. One day soon after he had mastered all of our practice engines he brought three old lawn mowers into the shop. These were discarded mowers that he had found at the dump. He was able to make two very serviceable mowers from the three. Right now, this boy has plans to go into the service and hopes that Uncle Sam will send him to a diesel service school.

2. John, a junior became interested in learning more about building construction after going through our plan-reading unit at the beginning of school last fall. We obtained some more advanced material for him and he was soon through that. One of last year's students had acquired a lot of related materials while studying architectural design. We obtained these for the boy to use this year. After all this classroom work, it was felt that he could profit by some actual experience. He had had some experience with tools and wood while taking Industrial Arts the year before, so he was placed with a local builder; and he worked for several weeks with him during the construction of a new home.

   During the winter months, he worked on several repair and minor remodeling jobs, helped with stage props, etc. A visit was arranged to a large cabinet shop in New Mexico. John claims this was one of the highlights of the year for him. Later this spring, he was released all afternoon from school to work on an expansion remodeling project at the local saw mill. This job lasted several weeks and the boy had a wide variety of experiences while there. This boy has made great progress and is happy and proud to be in the program.

3. Linda R. graduated this year. She never had any real idea of what type of work she would like--her records indicated a telephone operator or work in a store.

   During her junior year, she was enrolled in the CSE program. Her working station was the Rexall Drugstore where they have a large turnover of personnel. They were pleased with her.

4. Linda works hard in school but doesn't get high grades. She is very good with finger manipulation and does hair styling to earn spending money. Linda took career selection and visited the local beauty shop. The GATB was administered, and the results were sent to a beauty college. Linda now has a scholarship and plans to become a beautician. She gives credit to the CSE program for her success in this area. While Linda gained interest before she took career selection, we are sure that the scholarship, finalization of plans, etc., came as a result of the CSE program.

And finally the testimony of a project school principal:

"At our school we feel that the WSSSP Vocations Program has been an asset. Students are learning more about the world of work than ever before.

"Students spend one semester in the classroom learning the meaning of such terms as aptitudes, interests, abilities, skills, etc., and in this learning, they are finding out who they are and what they can become in the world of work.

"The final semester is spent on-the-job or perhaps on-several-jobs, plus one class period each Friday which is spent together in the classroom.

"The CSE project offers the small school an opportunity to provide for their students a vocational experience otherwise hard to fit into the small school curriculum.

"The program is new and will need to be continually evaluated. However, after two years of trial, error, and success we are ready to make it a permanent part of our total program."

WSSSP PROJECT EVALUATION BATTERY

Measure	When Given	Time	Purpose	Use	Analysis
I. Questionnaire and Biographical Data	pre and post	15 min.	a. To obtain students vocational preferences. b. Socioeconomic status. c. Father's occupation	a. How intelligent are initial and final stated career choices. b. CSA provide career data and relate stated choices to interest and GATB patterns.	a. relate OAP of 3 states occupational choices with OAP of pupil as gotten on GATB. b. Are stated occupational choices at end of study more realistic than at start based on GATB?
II. Kuder Preference Record Vocational form CH	pre and post	50 min.	a. To measure 11 areas of vocational interest	a. CSA provide interest data to student and relate his interests to stated vocational preferences and GATB.	How do interests change in the experimental versus control programs between pre and post test?
III. GATB	Once early in prog.	135 min.	To measure 9 aptitude areas and identify OAP's for each pupil that are above cut-off points (9th, 10th and 12th grade cut-offs are available)	a. As baseline for comparing reality level of stated occupational choices and self-concept. b. For use by CSA in counseling students.	GATB profile compared with pre and post self-concept, aspiration level, and stated occupational choices
IV. WSSSP Skill Inventory	pre and post	30 min.	a. To measure the pupils self-concept in each of the 9 aptitude areas of the GATB b. To measure pupils self-concept concerning his potential or ability to succeed at certain jobs that require high aptitude in different aptitude areas of GATB.	a. To determine the accuracy of the student's self-perceptions of his aptitudes and job potential.	a. Compare aptitude self-concept profiles obtained at beginning and end of project with GATB profile. b. In what areas are the pupils' self-perceptions most accurate and inaccurate? c. In what areas do greatest changes take place between pre-test and post-test?
V. WSSSP Occupational Information Inventory	pre and post		To measure a student's knowledge of specific behaviors involved in occupations most frequently available in the mountain states.	Four areas of information are covered - entering salary, occupational aptitudes, temperaments and vocational interests.	1. Appraise the accuracy with which students perceive the aptitudes, temperaments and interests required for the occupations listed. 2. Diagnose types of information needed to be learned. 3. Occupational subscores for individual students in areas of vocational interest.
VI. Haller Occupational Aspiration Scale (Boys), Jeff's Occupational Aspiration Scale (Girls	pre and post	20 min. 20 min.	a. To measure occupational aspiration level.	a. To assess reality of pupil's aspirations at start and end of project.	a. Check each of OAS occupations against C-scale (intelligence) on the GATB and note minimum C-scale cutoff for each occupation. Take C-scale average value of 8 occupations chosen on OAS and compute difference between this average and pupils actual C-score on GATB. This difference gives reality level of pupil's occupational aspirations in terms of his C-scale (intelligence)
VII. Jeff's Educational Aspiration Scale	pre and post	20 min.	To measure educational aspiration level	To assess the realism of the students career choice, aptitude, interests and aspirations in light of his educational aspirations.	Check aptitude, interest, occupations, aspiration and self-concept profiles against educational aspiration for indications of realism of educational aspiration in terms of other measures.
VIII. Follow-up Study	each year		To measure effectiveness of CSE programs against actual job and educational history.	Provide data for changing community attitudes toward certain occupational choices and vocational education programs. Provide data for assessing the effectiveness of CSE programs.	
IX. Telephone Interview	each year		To develop a job description for the CSA	As CSA's work with student, school faculties and community business enterprises there will emerge successful patterns of operation. These interviews are designed to determine and ferret out successful modes of operation.	A job description of the CSA will be developed from the material secured by the interview and other sources.

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A P P E N D I X

Vocations Course

TRAINING AGREEMENT

Student Trainee_____Date of Birth_____

Soc. Sec. No._____Grade_____Available Work Hours_____

Occupational Objective_____Training Period_____mos. or weeks

Training Agency_____Date_____

Address_____Telephone No._____

Department in which employed_____Sponsor_____

Parent or Guardian_____Telephone No._____

Address: Residence_____Business_____

1. THE STUDENT AGREES TO:

____Do an honest day's work, understand that the employer must profit from his labor in order to justify providing him with cooperative training experience.
____Do all jobs assigned to the best of his ability.
____Be punctual, dependable and loyal.
____Follow instructions, avoid unsafe acts, and be alert to unsafe conditions.
____Be courteous and considerate of the employer, his family, customers and others.
____Keep the records of cooperative training program and make the reports the teacher and the employer require.
____Be alert to perform unassigned tasks which promote the welfare of the business.

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2. THE PARENT AGREES TO:

____The cooperative training program in the place of business.
____Allow student to work in the _____during hours and days shown in Section 5.
____Provide a method of getting to and from work according to the work schedule.
____Assist in promoting the value of the student's experience by cooperating with the employer and teacher when needed.
____Assume full responsibility for any action or happening pertaining to student-trainee from the time he leaves school until he reports to his training station.

---

3. THE TEACHER, ON BEHALF OF THE SCHOOL, AGREES TO:

____Give systematic instruction at the school enabling the student to better understand and carry out his duties and responsibilities in the training station.
____Visit the student on the job for the purpose of supervising him to insure that he gets the most out of his cooperative training experience.
____Work with the employer, student, and parents to provide the best possible training for the student.
____Use discretion on the time and circumstances chosen for visits.

CONTINUED FROM PRECEDING PAGE:

4. THE EMPLOYER AGREES TO:

____Provide the student with opportunities to learn how to do well many jobs in the business.

____Assign the student new responsibilities only when he is judged able to handle them.

____Train the student, when and where possible, in the ways which he has found desirable in doing his work.

____Assist the teacher in making an honest appraisal of the student's performance.

____Avoid subjecting the student to hazards.

5. ALL PARTIES AGREE TO:

____A period of the cooperative training program which will:
Start in_____
(month)

End in_____
(month)

____Working hours during the cooperative training program will include:

Days during week_____
Hours during week days_____to_____
Hours on weekend_____to_____

____Discuss misunderstandings or termination of employment before ending employment.

____No wages shall be paid to the student for the time which corresponds to the in-school-training time. Employment beyond this shall be at a wage agreed to between the employer and student.

We, the undersigned, indicate by the affixing of our signatures that we have read and understand the purpose and intent of this training agreement.

Student_____ Employer_____
Signature Signature

Address_____ Address _____

Parent_____ Teacher_____
Signature Signature

Address_____ Address_____

STUDENT-LEARNER'S PROGRESS RATING

Student_____ Employer_____

TO THE EMPLOYER: It will be of great help in planning additional training for this student-learner if you will complete this report. Please have the trainee's immediate supervisor indicate the rating by placing a check mark in the column which most nearly describes the student's performance. The information will be considered as confidential. Please be frank.

	Seldom	Sometimes	Usually	Always
WORK HABITS				
1. Plans work carefully				
2. Shows initiative				
3. Follows instructions				
4. Is a good housekeeper on the job				
5. Works steadily				
6. Follows through in details				
7. Does own work.				
8. Volunteers for extra work.				
9. Shows respect for property				
10. Is safety conscious.				
11. Is present and on time				
BUSINESS SKILLS AND CHARACTERISTICS				
12. Is accurate in work.				
13. Is neat in work.				
14. Shows speed in completing work				
15. Adheres to your policies and practices.				
16. Understands details of the job				
ATTITUDES AND PERSONAL CHARACTERISTICS				
17. Uses sound judgment.				
18. Gets along well with people.				
19. Accepts criticism with poise				
20. Is personally neat and clean				
21. Is tactful and handles customer objections well.				
22. Is free from the habit of gossiping and visiting with friends on the job.				
23. Assumes responsibility				
24. Attempts to learn more on the job.				
25. Considerate of others.				
26. Cheerful				

Please add additional comments here. Use other side if necessary.

_____

_____

Teacher-Coordinator_____ Employer's Signature_____
Alfred Renzelman Date_____

STUDENT RATING

STUDENT_____ EMPLOYER_____

TO THE EMPLOYER: It will be of great help in planning additional training for this student-learner if you will complete this report. Please have the trainee's immediate supervisor indicate the rating by placing a check mark in the spaces opposite the statements which most nearly describe the student's performance. Please add comments on the other side.

1. QUALITY OF WORK

____Exceptionally accurate, thorough and reliable
____Usually accurate and reliable
____Makes occasional errors, but fairly reliable
____Often inaccurate; not reliable
____Many errors, careless

2. VOLUME OF WORK

____Turns out inadequate amount, wastes time
____Turns out less than average amount
____Turns out a satisfactory amount
____Exceeds job requirements
____Maintains extremely high output

3. INITIATIVE

____Must always be told what to do
____Needs considerable supervision
____Requires normal supervision
____Carries through with own effort
____Many errors, careless

4. CAPACITY TO DEVELOP

____Is responsible, has excellent possibilities
____Possible promotional material
____Normal progress, improving steadily
____Reached approximate limit
____Decreasing efficiency, doubtful

5. WORK ATTITUDE

____Exceptionally enthusiastic & eager
____Shows normal interest as expected
____Shows considerable interest
____Shows indifference, reacts slowly
____Indifferent and lazy, apathetic

6. ATTITUDE TOWARD OTHERS

____Antagonistic, promotes friction
____Shows reluctance to cooperate
____Cooperates actively and pleasantly
____Cooperates with others

7. KNOWLEDGE OF WORK

____Demonstrates exceptional knowledge
____Thorough knowledge of most phases
____Adequate knowledge, performs normally
____Insufficient knowledge, know-how definitely lacking

8. PUNCTUALITY

____Too frequently absent or late
____Occasionally absent or late
____Seldom absent or late
____Always present and on time

9. PERSONAL APPEARANCE

____Careless in appearance, sloven
____Average in appearance, presentable
____Always neat and clean
____Exceptionally pleasing

10. WORK HABITS

____Poor habits or hazardous practices
____Uses reasonable care and practices caution
____Neat, uses acceptable methods
____Superior, always demonstrates conscientiousness

Date_____ Signed_____
Rating Supervisor